

Students of Palestine Technical University Khadoori Awareness of “University Education Democracy” Concept

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Abstract

This study conducted to investigate the Students of Palestine Technical University khadoori Awareness of the Concept “University Education Democracy”.

The study conducted during the second semester of the academic year 2020-2021, using the descriptive approach. The population of the study consisted of all the University students, which were (870) students. From this, population (290) students were chosen as a random cluster sample. The researchers developed a questionnaire with (45) items.

The results showed that the awareness of Palestine Technical University Students of the concept “University education democracy” was high with a mean of (4.12) out of (5). The result also revealed that there were no statistically significant differences in due to gender, Place of residence, and Academic Specialization. However, there were statistically significant differences due to Academic Degree in favor of B.Sc. students and due to Academic Level in favor of third level.

In light of the results, the researchers recommended that there is a need of the university administration to understand the degree of student’s awareness to the concept of university education democracy. In addition universities should develop its systems to meet with the student’s awareness of the university education democracy. Moreover, there is a need for giving workshops and courses to the students to raise their awareness towards democratic education and to enhance their communication skills to avoid misunderstanding when they express their thoughts and opinions.

Keywords: university, education democracy, performance, lecturers, technical

1. Introduction

Education has a key part in a country's development and growth (Pakhomova et al., 2021), while all levels of education are central, higher education is especially vital in terms of training qualified workers, evolving and disseminating knowledge, and achieving individual and social prospects. As a result, governments that want to advance in modernization should place a greater emphasis on higher education than ever before. Higher education institutions of knowledge production and consumption (Erkan Kiral, 2016).

Universities nowadays are facing difficulties in making decisions (Guàrdia et al., 2021), They can either follow market requirements and become engines for the transmitting skills and technology for the community, or they can maintain their individuality and choose the ideals they want for representing themselves (Imad Gburi, 2016). Simply enrolling students in a higher education institution does not promise that they will obtain a democratic and internationalized education that recognizes, promotes and supports cultural diversity (Rebeca Heringer, 2019).

Public universities should expand on their involvement with university–community interactions in the future, and move toward making participation more significant to the institution's basic mission (Carnegie & Martin, 2021) Students must also actively partake in real-world activities that address the requirements of the greater

community, and they have the chance to apply newly grew skills and knowledge to real-world conditions (Lauren I. Murray, M.A. et al., 2015).

Education increases societal literacy levels, allowing a broader variety of citizens to follow politics through a change of media, including print and online newspapers; education arouses other forms of cognitive engagement with politics, in addition to interest in and discussion about politics; education increases knowledge of basic facts about the political system, government, and political officeholders; and, overall, education contributes to the inculcation of democratic morals (Lucky Kgosithebe and Thierry M. Luescher, 2015).

Dewey emphasized that education should prepare students for an indefinite future, and as a result, a high priority must be given to developing current habits, adaptability, and the capability to learn how to learn. This is notable assumed that, with the notable exception of the Great Depression and II World Wars, most people's lives during his lifetime were predictable. Because of industrialization and mass production, many people had jobs for life, and education focuses on preparing students for their respective roles in a predictable workplace (Tristian Stobie, 2016), In contrast, our modern globalized world is highly unpredictable. Individuals rarely have jobs that is secured, and being able to deal with uncertainty effectively has never been more significant (Ye, 2021).

Higher education faces a dramatic change at all levels of organization, culture, operations, and mission. Many new improvements and ideas in higher education began to happen, particularly the huge expansion of access to higher education from an urbanized to rural nations; The trend that is happening again today with the large invasion of young adults choosing to move to post-industrial cities where they can find reasonable housing, cultural variety, entrepreneurial environments, and education, among other assets (Barbara A. Holland et al., 2018).

Historically, higher education reaches out to communities in and skillful model of knowledge delivery in a different societal situation. This connection with communities has changed over time into a more involved model in which community and university partners to create solutions (Fitzgerald, H. E., 2016) The Higher Education Research and Advocacy Network's research has emphasized on whether and how higher education achieves democracy and development (Schofer & Meyer, 2021).

Higher education, in particular, is to equip students with the ability to interpret and acquire new information in a more critical manner. Increasing educational attainment translates into improvind communication and organizational skills, which enable people to encourage and mobilize others (Lucky Kgosithebe and Thierry M. Luescher, 2015).

Given that higher education more than just educating young people, it is also central to achieve democracy, one must consider that the exact challenges that higher education faces are about social challenges. Whatever transformation is required in higher education reflects the kind of transformation required in society. Democracy "cannot function without educated citizens capable of being autonomous, making knowledgeable judgments, and applying what they learn to understanding and shaping civic culture" (Nuraan Davids, 2016).

Higher education is constrained by broader social and economic policies that impose significant constraints on the pursuit transformation goals. To that end, they must consider not only that transformation does not address everyone in the same language, but also that transformational awareness cannot be limited to goals. Instead, transformation should be conceived of as being embedded according to the democratic engagement that gives meaning to being a part of a democratic society (Nuraan Davids, 2016).

This transformation is all about diversity. It is about reversing cultural erasure. It comes down to, imagination, and realism good will. It leads to a governable world, managing someone else's (Howard Richards, 2015) University education must take a step forward in encouraging the growth of civil society, understanding and acceptance of pluralism of democracy. The main emphasis in the instruction is on human rights, democratic participation, including women's rights, and compatibility with democracy (Kathleen E. Woodward, 2015).

The university curriculum should contain references to social behavior patterns, which promote democratic practices in all parts of life (Howard Richards, 2015) In order to support in the democratization and democratization of the development of intellectual products such as theories. Democracy is described as a mutual freedom to involve in intellectual activities that promote an ethical viewpoint that any person can assess if he or she has the wish and the resources to put out the effort that is required (Michael Singh, 2017).

Democracy is normally thought of, discussed and measured in terms of the evolution of political systems. As a result, characters such as majority rule, minority protection, power division, and institutionalized party competition are emphasized. Democracy, on the other hand, is seen as a philosophy that citizens live and

practice: From Rousseau to Habermas, political thinkers have highlighted the citizen as a component of democracy (Kiess, 2022).

1.1 Democracy Definition

democracy, in spite of the lack of agreement on the term democracy, it can be defined as stakeholders' participation in management and organizational processes, Employee satisfaction and commitment are positively associated to organizational democracy, It has a promising impact on staff motivation and behavior (Tokgöz & Önen, 2021).

It is undeniable that democracy as an idea remains appealing today, so it is serious to define what we mean by democracy in education (Jordi Feu et al., 2017), where democratic institutions and performs create the political space in which citizens form exercise and identities rights.

Political theorist Bernard Crick (2008) stated, "The word democracy is both sacred and promiscuous. We all adore her, yet we have various perspectives on her. She is difficult to pin down. Everyone wants her, yet no one can truly possess or name her." These words exemplify the necessity and fascination of learning the concept of democracy in a classroom setting. Democracy is a major concept in education, and it is mandated in all forms of education, including teacher education (Nora Elise Hesby Mathé, 2016).

In most of the world's countries, democracy has political framework (Nora Elise Hesby Mathé, 2016), where the ability to make responsible and sensible decisions is the most significant requirement of liberty, humanity, and democracy (Ladislav Vít, 2017) One of the primary values of ensuring and protecting citizens basic rights is a democratic United Nations. Democracy is both action and knowledge, it is not only related to political matters; how much of a world that has been a bitter enemy of democracy satisfactorily shows a fault in personality, Democracy is both action and knowledge is not only related to political matters, but it is a form of government based on the nonviolent transmission of power at its core.

In addition, a value comes into being because of human conduct and activities. It defines the terms "recognition of difference," "opinions," and "religious differences" (Amer Mahdi Dako, 2015), When the ability to form an independent opinion was a coercive component of democracy, this truth was acknowledged. It was discovered that indoctrination and promotion of political ideas, as well as professional skills training, would be impossible to implement, and that education should focus on developing broad civic skills rather than indoctrination and promotion of political beliefs. Individuals in their field of expertise are included (Ladislav Vít, 2017), Thus, democracy is a notion that is comprehended through a genuine teaching and learning process; nevertheless, democracy as a theoretical idea is frequently used and discriminated against due to a lack of knowledge and practice in formal and informal education (Ordoñez Sedeño, 2015).

Democracy is described as a common right to participate in intellectual pursuits that promote the egalitarian belief that anyone may theorize if they have the will and the means to put in the effort (Michael Singh, 2017).

Democracy allows people to freely express their thoughts, preserve their personal rights, participate in decision-making, and have different communications with the people they govern (Hüseyin Serin, 2017). Democracies need committed democrats, critically thinking and actively engaging individuals, as well as democratically minded leaders and professionals to staff the complex institutions of modern democracy in order to develop and solidify (Lucky Kgosithebe and Thierry M. Luescher, 2015).

As a result, society and the educational and democratic systems are inextricably linked. On the one hand, there is a strong link between society and democracy, and on the other hand, there is a link between democracy and education. Democracy and education, according to John Dewey and Piaget, have an impact on each other.

Dewey proposed that democratic institutions teach democracy through instructors adopting student-centered classes. Piaget emphasized the importance of students creating their own experiences. In his "constructivism" theory, he focused on how students learn and how to meet their needs in order to develop their skills (Mohammad Al-Zubi, 2018). It is also worth noting that the concept of democracy in education, which is currently distinct from access to education in general, already expresses that a democratic society is one that provides individuals with an education that prepares them to participate in politics, social control, and participation (Ordoez Sedeo, 2015).

1.2 The Importance of University Education Democracy

Democracy and the environment are important to humanity, and they may possibly be "endangered species" (Carayannis et al., 2021), A number of European countries have looked into the problem of promoting democracy education (Raiker et al., 2020).

On the one hand, educational professionals face significant tensions between the democratic goal of education and managerial accountability measures and governance logics, such as new public management (NPM). In an era where accountability standards are prevalent, a critical concern arises about how school leaders and teachers interpret and implement policy expectations linked to the democratic purpose (Larsen, 2021).

Teachers have always been viewed as key players in the advancement of DHRE, yet there is a persistent flaw in how they are trained (Ahmed, Martin, & Uddin, 2020). Universities Owe Democracy at a time when the public's perception of higher education is deteriorating, hyper-partisanship stifles respectful dialogue across differences, and autocrats around the world are upending postsecondary ideals. This book, written by the president of Johns Hopkins University, takes a close look at how the US higher education system has traditionally promoted democracy. More crucially, the text suggests strategies for the postsecondary education business to realign itself on a course that promotes public good (Daves, 2021).

The importance of context in the promotion of democracy and social justice in schools has been highlighted in the literature, particularly the idea that high-stakes testing contexts, as opposed to low-stakes testing contexts, may create barriers for school principals to promote democratic features of schools (Larsen & Mathé, 2022). Finland has a robust democracy education system, The Finland teacher has traditionally been portrayed as a "model citizen" (Rantala, 2020). The Finnish teacher education system has been chastised for its lack of societal relevance and failing to encourage more engagement in a democratic society (Lili-Ann Wolff et al., 2017).

2. Precious Studies

The study of **Amer Mahdi Dako (2015)** Using the database of the second cycle of the Arab Barometric Survey, this study examines in the relationship between university education and the promotion of democracy at the level of individuals in ten Arab countries Algeria, Egypt, Iraq, Jordan, Lebanon, Palestine, Saudi Arabia, Sudan and Tunisia And Yemen. This research is characterized by other research that focuses on the Arab region Instead of studying a wide range of countries across continents, which do not combine any culture or civilization Common, and that it uses data at the individual level instead of using State data, And that it focuses on university education rather than education levels in general, because of the importance of these The stage in the life of the individual and in shaping his views and political choices. Previous studies conclude Contradictory results on the relationship between education and democracy; some say the existence of this relationship Positive, and others say their existence is lacking, especially when constant attributes are introduced Per country in the equation of analysis. In this research, there is no connection between the individual's access to education and its support for democratic governance systems in the Arab countries under study. In addition, we conclude to the existence of other factors related to education and related to the extent of individual support for democracy at home Such as the quality of university education and equal education for all members of society.

The study of **Imad Gburi (2016)** aimed to investigate The growing popularity of the corporate university model raises the question of whether the market principles are suitable for planning the policy of a key enterprise like the university without weakening its capacity of pursuing critical knowledge and teaching for democracy. Does the inclusion of the free market imperatives in the functioning of the university improve its overall quality? Is there a clash between the values of the university and those of the market? What is really at stake for democratic societies? This paper addresses these questions through a conflict perspective on neoliberalism as the orthodoxy of state planning and the implications of this operational model on the core values of the Western university. The paper also takes a historical approach on state intervention to explain the political circumstances that accompanied this orientation to public policy and to offer perspective on the relevance of the state to liberal democratic society.

The study of **Nora Elise Hesby Mathé (2016)** aimed to investigate 16-year-old students' understanding of the concept of democracy. In social studies, the concept of democracy is essential for not only disciplinary understanding and discourse, but for students' out-of-school democratic participation. To investigate students' understanding of this concept, semi-structured group interviews were conducted with 23 students at three different Norwegian upper secondary schools. A central finding is that students primarily expressed a liberal understanding of democracy focusing on voting in elections as the main political activity. Students also demonstrated more or less limited or elaborate understanding. In addition to presenting and discussing students' understandings of the concept of democracy, this article considers implications for teacher education in social studies. One implication is that teacher educators need to engage actively in discussing and defining core concepts with their students. This is related to supporting student teachers' professional development and in turn developing adolescents' opportunities for democratic participation. Such a dual focus can provide a knowledge base to help student teachers in their professional development in their first years as practicing teachers.

The study of **Hüseyin Serin (2017)** aimed to determine the candidate teachers' views, who have pedagogical proficiency at Hasan Ali Yucel education faculty, on implementation of organizational democracy according to gender and education variable. 370 of the candidate teachers who have graduate degree and continue undergraduate study at Istanbul University voluntarily participated in the study. Şeker's (2010) scale named as "Adoption and Implementation of Organizational Democracy in Primary Schools according to Supervisors' and Teachers' Perceptions" was adapted and applied to candidate teachers. The five Likert scale includes three dimensions; Participation in the Decision, Subsidiarity and Decentralization. EFA, CFA and t tests were conducted on the data collected from the study. According to the findings of the study, it has been understood that there are no differences among candidate teachers' views on the implementation of organizational democracy scale, but there are meaningful differences among their views according to their educational level.

The study of **Jordi Feu et al. (2017)** aimed to investigate in the concept of democracy which is used in many and varied ways, though the hegemonic school culture often starts from a concept of democracy that is taken for granted, and it is understood that the entire educational community shares a similar concept. Because of the research project "Democracy, participation and inclusive education in schools" (EDU2012-39556-C02-01/02) we realized that the above-mentioned concept is used without being accurately defined in the school setting. This observation is what has prompted us to write this article, structured in two parts. In the first part, based on the theoretical debate occurring in the field of social sciences, we delimit the concept of democracy and structure it in four basic dimensions: governance, inhabitation, otherness and ethos. In the second part, we specify and examine in depth these four dimensions in the school setting in order to construct a broad and transversal, yet specific, definition, with which to be able to develop ambitious democratic projects and, in turn, contribute to scientific debate.

The study of **Mohammad Al-Zubi (2018)** aimed to study one of the aims at Albalqa Applied University which is to prepare the student to contribute positively in society so the main important goal of the comprehensive reform of the education system in Jordan is to contribute to the democratic development of the country. The study has been investigated to find out if the English instructors adopt the democracy techniques in their classes. This paper presents a classroom management model to be used in teaching English by having English teachers use the democratic process to create their English learning environments. The researchers prepared a "Democracy Scale" about the extent of applying democratization in EFL environment at universities as data collection tool. The sample was randomly chosen from Al-Balqa' Applied University. The study suggested several implications like using technology inside EFL environment and conducting a similar study to know students' perspectives about practicing democracy in the EFL environment.

The study of **Rebeca Heringer (2019)** burgeoning the process of internationalization of higher education has greatly transformed university classrooms with the presence of innumerable nationalities. Thus, it is imperative that professors are well equipped to teach in such culturally diverse context while sustaining the goals of internationalization. Although a culturally relevant pedagogy has been widely used in many educational settings, including higher education, there is a paucity of studies looking for its pertinence in an internationalized context. Then, based on Gloria Ladson-Billings' (1995) theoretical framework, this critical phenomenological study depicts the extent to which that approach is also pertinent for informing post-secondary teachers' work with international students in modern days. Semi-structured interviews were conducted with ten experienced professors across different faculties at a mid-sized Canadian university. Findings reveal that this pedagogy is highly appropriate to illuminate professors' practices, but this relevance also points to fundamental and urgent aspects that must be taken into consideration when aiming at a democratic and true internationalized education.

The study of **Ayers (2020)** explored struggles teachers faced in order to pursue Deweyan educational practices. This response proposes that even more is needed for a critical educational practice, called "strong democracy." Such an approach requires addressing and countering the White supremacist legacy of U.S. capitalism and U.S. education. The article advances examples and various projects in strong democratic education.

The study of **Ksasa et al. (2021)** discusses democracy and human rights education (DHRE) in Finnish teacher education, drawing on existing literature, curricula and a survey of student teachers' perceptions. Earlier studies suggested that DHRE in Finnish teacher education is unsystematic, implicit, and dependent on the teacher's individual interests. These studies highlight a sense of national exceptionalism, where DHRE is assumed self-evident. In 2019, we conducted a survey of student teachers (n=300) in one university. Data content analysis reveals that student teachers now see DHRE as relevant and timely, and by no means self-evident. Student teachers believe that DHRE needs to be explicit and part of their professional education. Although the Finnish national curriculum addresses DHRE explicitly, there is a lack of implementation and explicit DHRE teacher

education. We contend that the data reflects societal change, and that the notion that democracy and human rights are self-evident needs to be challenged in Finland. Gaps in the Literature.

The study of **Barnhardt et al. (2021)** discuss the context of a new democracy, the success of Kosovo university students is crucial to improving the material conditions and long-term stability of the youth in the country. Using the burgeoning data infrastructure from the public higher education sector, this analysis utilizes a sample of 67,618 to examine college student persistence and degree completion from 32 faculties. Findings demonstrate that persistence and completion are highly gendered phenomena, and that completion is largely dependent on a student's major field of study.

The study of **Barnhardt et al. (2021)** aimed to identify teacher opinions about democracy education at primary schools in Turkey. The research is designed as a single case study. The study group was selected with a purposive cum convenience sampling method and consists of 15 teachers working at a primary school in Ankara, Turkey. The data were gathered with a semi-structured interview form that is developed by researchers. The data were coded by different coders and analyzed with the descriptive analysis method. Findings show that teachers don't get any formation on teaching democracy both during their university years and through in-service training during their professional life. The teachers also share the opinion that the activities in the curricula and books are not enough. Democracy education should be given with concrete activities that are also suitable for the students' level. The teachers state that they do democracy education activities in their lessons. It is concluded from the research that democracy education activities should have more place in the curricula and thereupon course books, teacher candidates and the teachers should get more and applied courses and training, also teachers should give more place to structured and expedient democracy education activities in their lessons.

The study of **Allan (2021)** Inclusive education is recognized by the United Nations (UN) as fundamental to upholding Article 24 of the UN Convention on the Rights of Persons with Disabilities, the right to education. Yet inclusive education appears to remain elusive and diversity continues to create a significant challenge for policymakers and professionals. This paper examines the continuing struggle with diversity within policy and practice and considers how, consequently, special education is strengthened while inclusive education remains hard to reach. The impact of the COVID-19 pandemic on education and inclusion will be explored, with particular regard for the increased disadvantage experienced by those who are already excluded (and which the UN refers to as "double jeopardy"). The paper concludes with some reflections on the possibilities for rethinking inclusion that arise from the current situation.

The study of **Larsen & Mathé (2022)** investigates teachers' perceptions of school democracy within a low-stakes accountability context. While previous studies have focused on teachers' perceptions of school climate and citizenship norms, we know less about factors associated with their perceptions of democracy in their schools. Through a multiple regression analysis of survey data, we investigated possible predictors of teachers' perceptions regarding their schools' democratic character within Norway's low-stakes accountability system. In this study, theories on professionalism and educational and democratic leadership serve as an overarching framework. Results suggest a positive relationship between teachers' experience of trust, support, and an inclusive relationship with their principal/leadership team and perceptions of democratic features in their school. Moreover, the higher the importance teachers place on teaching skills and values related to democracy, the more democratic they perceive their schools to be. Finally, findings indicate that education for democracy is embedded in collaboration structures at the school level.

The study of **Mashino (2022)** identify the general characteristics of SL in Japanese higher education, rather than highlighting the characteristics of advanced cases. For this purpose, a comparative study between Japan and the US was conducted using syllabus data available on the Internet. The results were as follows. Compared to the US, in Japanese SL, students were more likely to be involved in volunteer activities, in which case they were expected to adapt to existing society as an individual citizen, separated from other students. Meanwhile, SL that did not include volunteer activities emphasized developing students' skills. In both cases, political interest was low and there was no mention of (re)constructing students' values and philosophies. The word "democracy" was almost completely absent from the SL syllabus in Japan. These results suggest two possibilities in different directions. One is that Japanese SL may have been reduced to a superficial teaching method used only for skill development and "not for democracy." The other is that Japanese SL teachers try to lead students toward democracy by equipping them with democratic skills that overlap with skills required in the workforce, without indicating that they are "for democracy." From the latter standpoint, especially for passive Japanese students, SL for democracy could only be based on a delicate and dangerous balance between public and private goods.

The study of **Cates (2022)** introduces the field of global education, describes its aims and objectives, and outlines the rationale for taking a global education approach to language teaching. It will describe and discuss a variety of initiatives undertaken by global language educators in classrooms, programs and schools around the world that promote democratic citizenship, foster social responsibility and engage students in working to solve local and global issues. It will conclude by encouraging language teachers to explore global education as a valuable cross-curricular approach to language teaching for democracy.

The study of **Poutanen et al. (2022)** illustrates how strategic management informed the reconceptualization of Finnish higher education in legislation (nationally), to de-democratise and to structurally reform the HE field, and in practice (locally), to drive through desired administrative reconfigurations. This anti-democratic transformation is embodied in a new institutional model: foundation universities, which have been presented as the flagships of Finnish higher education policy, are also vehicles of de-democratisation.

The study of **Kiess (2022)** investigates whether engagement in school or university, such as being the speaker of class, a member of a student council, and so on, has an impact on political participation and political trust. Following interactionist socialisation theory, engagement during adolescence should develop ideas of citizenship, democracy, and political participation. Schools and universities are arguably key institutions as they can promote democratic decision making in the classroom. This strengthens democracy by increasing experienced political efficacy and through internalizing democratic principles ('learning democracy'): by acting democratic, one becomes a democratic citizen. My findings show that respondents who experienced democracy in school or university indeed tend to vote and engage even in contentious forms of political participation more often. Also, the experience of democratic practices in school and university increases trust in political institutions. Moreover, trust in political institutions, in turn, increases the likelihood of voting, but not of engaging in other forms of participation. Thus, early democratic experiences seem to foster vivid and participatory democracy without streamlining people into passive participation. The article provides empirical evidence from nine European countries and an additional glance at young cohorts based on online panels.

2.1 The Originality of the Present Study

The levels of education, especially university education, vary in Arab countries. Despite the increase in primary education and literacy efforts in these countries, university education levels are still low compared to the aspirations of the peoples of the region and compared to other third world countries, Several factors caused to limit the ability of education for some countries, such as high rates of unemployment, widespread corruption, exclusion of young people, domination, long-standing dictatorships, the absence of justice, the spread of social injustice and inequality among the strata of society.

What we need to do now is to look at how the factors of modernity and socio-economic development, such as higher levels of university education, affect public awareness and demand democracy as a system of government and a system of values that govern society. I look here at this problem, focusing on the relationship between the individual's access to university education and the extent of its association with his demand for a democratic system of government.

Therefore, the problem of the study is based on around the main question: To what extent Students of Palestine Technical University khadoori Aware the Concept "University Education Democracy"?

This study aims to:

The research attempts to achieve the following objectives:

- Examine the reality of the degree of the student is aware of the concept "University education democracy".
- Highlight the deference's, form the point of view of the respondents on the degree of aware of the concept "University education democracy" according to the demographic variables (Gender, Place of residence, Academic Specialization, Academic Degree, academic Level).
- Outcomes and recommendations contribute to increase the degree of student's awareness of the concept "University education democracy".
- Identifying the challenges facing students with regard to issues of University education democracy, and what features should be available in universities to achieve a high degree of education democracy.
- Find out if there are statistically significant differences between the averages of the degrees of the students in the university on the research axes according to (Gender, Place of residence, Academic Specialization, Academic Degree, Academic Level).

3. Research Questions

The Main Question (Q1): To what extent Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy”?

Based on the main question the following sub-question formed:

Q2: Is there a difference in the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to gender, Place of residence, Academic Specialization, Academic Degree, and academic Level?

3.1 Research Hypothesis

H1: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori aware the Concept “University Education Democracy” depending on the demographic variables (Gender, Place of residence, Academic Specialization, Academic Degree, academic Level).

Based on the main hypothesis the following sub- hypothesis formed:

H1-1: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Gender.

H1-2: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Place of residence.

H1-3: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Degree.

H1-4: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Specialization.

H1-5: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Level.

3.2 The Significance of the Study

The importance of the research appears in the importance of the subject of interest of the researchers, and the urgent need to promote the degree of student’s awareness of the concept “University education democracy”, the importance of the research can be highlighted by:

- The theoretical importance of this study highlights the scope of “University education democracy” and the importance of Palestinian universities Perception for the degree of student’s awareness of this concept.
- This study draws on its importance, as it is a subject of modernity, scientific, and education excellence.
- This research provides data to assist researchers and scholars in this field.
- The importance of increasing attention of the Palestinian universities to student’s awareness of University education democracy.
- Providing scientific and practical recommendations to Palestinian universities that help achieve the best degree of University education democracy.

3.3 Definition of Terms

Democracy in education is a knowledge sharing and in exercise of freedom and equality that entails the respect for the development of their dignity (Joaquin Ordoñez Sedeño, 2015).

University education democracy is an ideal educational in which democracy is both a goal and a method of instruction. It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust. Democratic education is often specifically emancipatory, with the students' voices being equal to the teacher's (Waghid Yusef, 2014).

4. Research Methodology and Procedures

4.1 Methods (Design of the Study)

The current research adopted the descriptive analytical approach. After collecting the data, the researchers used the analytical-statistical method to answer the question of the study and interpreted the results.

4.2 Population and Sample of the Study

The population of the study consisted of all the students of the University, which were (870) students. From this population a (290) sample of students from a random cluster were chosen to respond to the questionnaire.

Table 1. Statistical description of the research sample according to demographic variables (n=290)

Demographic Variables		Frequency	Percent
Gender	Male	127	0.44
	Female	163	0.56
	Total	290	100%
Place of residence	Camp	105	0.36
	Village	135	0.47
	City	50	0.17
	Total	290	100%
Degree	Diploma	116	0.40
	B.Sc.	174	0.60
	Total	290	100%
Academic Specialization	Media	49	0.17
	Arts	67	0.23
	Sports	58	0.20
	Management	78	0.27
	Technology and computer	38	0.13
	Total	290	100%
Academic Level	First	76	0.26
	second	80	0.28
	third	60	0.21
	fourth	74	0.25
	Total	290	100%

The previous table show that the research sample included all categories of students, representing males and females, students from cities, villages and camps, and students from all disciplines in the university, as well as students from different academic levels.

4.3 Instruments of the Study

To examine the student's attitudes toward the awareness of the concept "University education democracy", the researchers developed a (45) items questionnaire with two sections, the first section included personal information about the respondents; the second section included the items. The questionnaires were distributed to 290 Students.

4.4 Validity of Instruments

To ensure that the content of the questionnaire, and the interview were valid, these instruments were handed to a jury of professional doctors in the field, The Panel of judges were asked to evaluate the opportunities of the instruments to the whole purpose of the study. They accepted the items and the parts of the questionnaire and the interview.

4.5 Reliability of Instruments

Cronbach's Alpha Value for the questionnaire was (94.3%) which is appropriate for the purposes of the study.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
0.943	45

4.6 Variables of the Study

Independent variables: Gender (Female/Male), Place of residence (Camp/Village/City), Academic Specialization (Media/Arts/Sports/Management/Technology and computer), Academic Degree (Diploma/B.Sc.), Academic Level (First/second/third/fourth).

Dependent variables: the extent to which Students of Palestine Technical University khadoori Aware the Concept "University Education Democracy".

Data Analysis: In order to analyze the data, the researchers used statistical Package for social science (SPSS), descriptive statistics (means, frequencies, percentage, and Std. Deviation) and inferential statistics. (Independent T-test, one-way ANOVA, LSD and Cronbach Alpha).

5. Research Result of Statistical Analysis

The research presents data analyses and test hypotheses by answering the research questions and reviewing the main results of the questionnaire, which were obtained by analyzing its paragraphs and finding the demographic variables. Therefore, statistical treatments were conducted for the collected data from the research questionnaire. (SPSS) was used to get the results and analysis. The researchers used the following **clues** by using this equation:

- 1) Less than 2.33 = low level of attitude (L).
- 2) From 2.34 to 3.66 = moderate level of attitude (M).
- 3) More than 3.67 = high level of attitude (H).

5.1 Results Related to the First Question

Q1: To what extent Students of Palestine Technical University khadoori are Aware of the Concept "Democratic Education".

Table 3. Means, Std. Dev. and degrees of the items of the first domain

#	Paragraph	N	Mean	Std. Dv.	Degree
44	I have the right to choose the number of hours per semester	290	4.38	0.78	High
23	I exercise my right to vote democratically	290	4.38	0.62	High
31	I reject dictatorship and domination	290	4.36	0.73	High
1	I have the right to postpone the semester without objection	290	4.35	0.64	High
39	I encourage discussion as a way of communication among students	290	4.35	0.69	High
25	Participate in Compatible Activities	290	4.34	0.6	High
40	I give my opinion on the information contained in the lecture	290	4.34	0.64	High
2	I have the opportunity to review the exam paper by applying	290	4.33	0.74	High
41	I develop the spirit of communication between me and my peers on a democratic basis	290	4.33	0.81	High
24	I exercise my right to run for democratic elections	290	4.31	0.74	High
33	I see democracy as the basis for a successful dialogue	290	4.28	0.89	High
4	I can choose the lecturer as I wish in the light of the available people	290	4.27	0.87	High
19	I interact with my teachers in various educational activities	290	4.26	0.67	High
32	I preserve the right of the other regardless of thought and belonging	290	4.26	0.66	High
6	I attend lectures in a division other than my division	290	4.24	0.78	High
26	I accept the defeat of the election results in a spirit of spirit	290	4.23	0.71	High

27	I contribute to raising awareness among students in different fields	290	4.23	0.9	High
17	The college rejects any fanaticism under any denomination (religious, partisan, ethnic)	290	4.22	0.77	High
18	The administrators show some flexibility and understanding of students' problems	290	4.2	0.59	High
5	I can easily switch from specialty to another	290	4.18	0.85	High
30	I respect freedom of opinion and thought	290	4.16	0.79	High
15	I have a meeting with the academic advisor	290	4.13	0.86	High
36	I consider the validity of the transport of the transferred and irrigated texts	290	4.11	0.92	High
20	I interact with my peers in educational activities	290	4.1	0.71	High
12	The college provides knowledge that matches my abilities	290	4.09	0.73	High
16	The college accepts the complaint against professors who abuse me	290	4.08	0.84	High
28	I attend seminars held by the Student Council	290	4.08	0.81	High
22	The College offers the opportunity to participate in university decisions for students	290	4.07	0.53	High
29	I participate in the volunteer work of the Student Council	290	4.06	0.85	High
13	The University provides grants and loans in a fair manner	290	4.05	0.79	High
14	The Faculty shall take into consideration the interest of the students when issuing the laws and instructions	290	4.03	1.01	High
21	I interact with my peers at social events	290	4.01	0.75	High
42	I invest the time available for dialogue	290	3.98	0.82	High
7	I can apologize for the midterm exam and count my final grade	290	3.96	0.74	High
34	I reject intolerance to the idea without evidence	290	3.96	0.88	High
11	The teachers treat their students according to the principle of justice among students	290	3.95	0.86	High
37	Communicate others without being affected by previous problems with them	290	3.94	0.96	High
9	The College of Education is based on a basic principle of acceptance	290	3.92	0.88	High
8	The basic criterion for admission is the secondary level	290	3.91	0.74	High
38	I resort to mental persuasion without emotional appeals	290	3.87	1.06	High
43	I express my opinion freely within the university	290	3.76	0.9	High
10	Tuition fees commensurate with the economy level of students	290	3.74	0.93	High
35	I accept advice and guidance from others without being insulted	290	3.74	0.94	High
3	I accept and discuss the views of my opposition peers	290	3.71	1.15	High
	Total	290	4.11	0.20	High

As seen in the above table, the results show that the Students awareness of the concept “University education democracy” with high degree; with a mean of (4.11). the result also shows that the 44th Item [I have the right to choose the number of hours per semester] and the 23th Item [I exercise my right to vote democratically] were both came first with a mean of (4.38). The 31th Item [I reject dictatorship and domination] came third with a mean of (4.36). The 3^d Item [I accept and discuss the views of my opposition peers] came last with a mean of (3.71).

5.2 Research Hypotheses Testing

Q2: is there statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” depending on the

demographic variables (Gender, Place of residence, Academic Specialization, Academic Degree, Academic Level).

Table 4. The average responses of respondents to the “University education democracy”

Demographic Variables	Education democracy	
Gender	Male	4.1246
	Female	4.0994
Place of residence	Camp	4.1452
	Village	4.0619
	City	4.1686
Academic Specialization	Media	4.1918
	Arts	4.0130
	Sports	4.1202
	Business Administration	4.0726
Academic Degree	Technology and computer	4.2403
	Diploma	4.1918
	B.Sc.	4.0130
Academic Level	First	4.2226
	second	4.0410
	third	4.0997
	fourth	4.0791

It has been previously determined that the responses of the subjects to normal distribution, therefore, the results will be applied in the differences test

H1-1 test: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Gender.

Table 5. Test the difference between respondents attributed to the variable Gender (independent t-test)

Gender	N	mean	t-value	df	Sig.
Male	127	3.67	0.487	288	0.626
Female	163	3.74			
Total	290				

Since the value of Sig. is grater than significance level, we accept the null hypothesis (Ho); meaning that there are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Gender.

H1-2 test: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Place of residence.

Table 6. Testing the difference between the study sample responses attributed to Place of residence (one-way ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.615	2	0.307	1.614	0.201
Within Groups	54.672	287	0.190		
Total	55.287	289			

Since the value of Sig is greater than significance level, we accept the null hypothesis (Ho); meaning that there are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Place of residence.

H1-3 test: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Specialization.

Table 7. Testing the difference between the study sample responses attributed to Academic Specialization (one-way ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.719	4	0.430	2.286	0.060
Within Groups	53.569	285	0.188		
Total	55.287	289			

Since the value of Sig is greater than significance level, we accept the null hypothesis (Ho); meaning that there are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Specialization.

H1-4 test: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Degree.

Table 8. Test the difference between respondents attributed to the variable Gender (independent t-test)

Degree	N	mean	t-value	df	Sig.
Diploma	116	3.38	1.927	0.519	0.057
B.Sc.	174	4.02			
Total	290				

Since the value of Sig equal significance level, we reject the null hypothesis (Ho); meaning that there are significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Degree; the significant differences is in favor of the B.Sc. students with a mean (4.02) out of (5).

H1-5 test: There are no statistically significant differences at ($\alpha \leq 0.05$) in the means of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Level.

Table 9. Testing the difference between the study sample responses attributed to Academic Level (one-way ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.422	3	0.474	2.517	0.058
Within Groups	53.865	286	0.188		
Total	55.287	289			

Since the value of Sig equal significance level, we reject the null hypothesis (Ho); meaning that there are significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Specialization.

To find out which academic level achieved significant differences, the LSD test was conducted. The results were as shown in the following table:

Table 10. Test the differences between the responses of the sample members attributed to the academic level variable using the LSD

(I) L	(J) L	Mean Difference	Sig.
	Second	0.18163*	0.009
First	Third	0.12296	0.102
	Fourth	0.14358*	0.044
	First	-0.18163*	0.009
Second	Third	-0.05867	0.429
	Fourth	-0.03805	0.587
	First	-0.12296	0.102
Third	Second	0.05867	0.429
	Fourth	0.02061	0.785
	First	-0.14358*	0.044
Fourth	Second	0.03805	0.587
	Third	-0.02061	0.785

The result in table shows that the statistically significance differences were between second and third academic level and refers to third level, and between third and fourth level and refers to third level.

5.3 Research Results

- The researchers attributed Students high awareness of the concept “University education democracy”.
- There are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware of the Concept “University Education Democracy” due to Gender.
- There are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Place of residence.
- There are no significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Specialization.
- There are statistically significant differences of the extent to which Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Academic Level, the differences were between second and third academic level and refers to third level, and between third and fourth level and refers to third level.

5.4 Dissection of the Results of the Study

The researchers attributed Students high awareness of the concept “University education democracy” to the following: the university system enables the students choose their semester courses with the help of their adviser. Students show that they are aware to the fact that the university designed a system that helps them to apply the courses that are need for their graduating easily. Which proves that the university has developed this system to meet with the students need.

The researchers attributed that there are no statistically significant differences with Students Palestine Technical University khadoori awareness of the Concept “University Education Democracy” due to gender to the following: All students, whether they are male or female, are treated equally in the university system, and each of them has the same rights. In terms of choosing the courses and the number of hours is needed to register. They are also subject to the same university law, which does not discriminate between male and female. As a result, both genders understood the concept of democracy in university education as they have equal rights.

The researchers attributed that there are no statistically significant differences with Students of Palestine Technical University khadoori Aware the Concept “University Education Democracy” due to Place of residence to the following: The university system is applicable to all students, regardless of where they live. It makes no distinction between weather the students live in cities, towns, or camps, which allows them all to choose the courses and hours that are suitable for them. Furthermore, all students who meet their conditions are eligible for

exemptions and awards, also The university has contributed to the students' knowledge of the concept of democracy in university education, regardless of where they live.

The researchers attributed that there are no statistically significant differences with Students of Palestine Technical University khadoori Aware the Concept "University Education Democracy" due to Academic Specialization to the following: the university system applies the same facilities to all academic fields in the university. In addition all the academic staff is well qualifies to help students to register to the right courses. The university system is reliable to all students to benefit from these facilities.

The researchers attributed that there are statistically significant differences with Students of Palestine Technical University khadoori Aware the Concept "University Education Democracy" due to Academic Degree to the following: (the significant differences is in favor of the B.Sc. students with a mean (4.02) out of (5). The B.Sc. students are to study longer years at the university and the number of courses is more the number of hours that the diploma. Therefor they should be aware of the fact they need to concentrate more on how to choose the courses that are needed. While the diploma hours are limited and the student's choice is limited too.

The researchers attributed that there are statistically significant differences with Students of Palestine Technical University khadoori Aware the Concept "University Education Democracy" due to Academic level to the following: (the statistically significance differences were between second and third academic level and refers to third level, and between third and fourth level and refers to third level). The third-year students need to be aware to the fact that if they make a mistake in choosing their courses is going to coast them a lot. Therefor, the students should make sure that he is taking the right decision in choosing his courses and complete understanding of the requirements.

6. Limitations of the Study

- **Subject limitations:** The research was limited in its objective to study the degree of awareness of Palestine Technical University Students of the concept "University education democracy".
- **Human limitations:** The research carried out on Palestine Technical University Students.
- **Institutional limitations:** Palestine Technical University.
- **Place limitations:** The research conducted on Palestine Technical University Ramallah branch.
- **Time limitations:** The research, preliminary data collection and statistical analysis carried out during the second semester of the academic year (2020-2021).

7. Recommendations

Based on research findings and the statistical analysis, the researchers recommend the following:

- The need of the university administration to understand and be aware need of the university administration to understand the degree of student's awareness to the concept of university education democracy.
- The universities should develop its systems to meet with the student's awareness of the university education democracy.
- The need for the university administration to ensure that the academic staff treats their students according to the principle of justice.
- The need for giving workshops and courses to the students to raise their awareness towards democratic education.
- The need for enhancing student's communication skills to avoid misunderstanding when they express their thoughts and opinions.

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